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ABSTRACT

Some of the modes of classroom control, particularly the democratic, moral, and political perspectives of such management, are explored in this book. The collection of articles has three purposes: (1) revive the debate between educators and communities, in order to rekindle the core ethical issues surrounding school discipline; (2) present studies of classroom life, of curriculum, and pedagogy, drawn from several research traditions, and use these to further insights in classroom management; and (3) build a case against the mainstream of discipline and management. The chapters are: chapter 1, "Punishments, Penalties, Prizes, and Procedures: A History of Discipline in U.S. Schools" (Ronald E. Butchart); chapter 2, "'Uncontrolled Students Eventually Become Unmanageable?': The Politics of Classroom Discipline" (Landon E. Beyer); chapter 3, "The Visceral Pleasures of the Well-Worn Rut: Internal Barriers to Changing the Social Relations of American Classrooms" (Jackie Blount); chapter 4, "What Is Michael Always Getting Timed Out? Race, Class, and the Disciplining of Other People's Children" (Brian M. McCadden); chapter 5, "Contradiction, Paradox, and Irony: The World of Classroom Management" (Barbara McEwan); chapter 6, "Interpreting Glasser's Control Theory: Problems that Emerge from Innate Needs and Predetermined Ends" (Sue Ellen Henry and Kathleen Knight Abowitz); chapter 7, "Judicious Discipline" (Forrest Gathercoal); chapter 8, "But Will It Work? The Practice of Judicious Discipline in Southern Minnesota Schools (Virginia L. Nimmo); chapter 9, "Empathic Caring in Classroom Management and Discipline" (Sharon A. Stanley); and "Conclusion" (Barbara McEwan). An index is included. (RJM)

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